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Tutor Teaching Tips

Lesson 39: Digraph th • Part 1

MATERIALS

Letter page

Introducing Digraph th



10–15 minutes

Point to the word *bath* on the letter page as you read the word. Explain that the letters *t* and *h* together stand for the sound /th/ at the end of the word *bath*. Have the child repeat the sound: /th/. Point to the first row of words at the bottom of the page and explain that the /th/ sound can be at the beginning, end, and middle of words. Have the child sound out the words in the first row. Then point out the words in the second row and explain that the letters *t* and *h* also stand for a slightly different sound (voiced sound of /th/). Say the word *that* and have the child repeat the word. Then say the words *bath* and *that* and have the child listen for the difference in the sounds of *th*. Ask the child to read the remaining words. Then ask the child to point to the letters that stand for the /th/ sound in all of the words.

Word cards

Give the child the word cards and have him/her sort the words into those with voiceless /th/, as in the word *bath*, and voiced /th/ as in the word *that*.

Blend Words



5–8 minutes

Letter cards:
t, h, u, m, p;
Workmat

Give the child the letter cards *t, h, u, m,* and *p* and the workmat. Have the child say the word *thump*. Have the child line the letters under the row of five boxes. Have the child tell you what two letters he/she needs to push into the first two boxes to make the /th/ sound at the start of the word. Guide the child to push up the letters *t* and *h* into the first two boxes as he/she says /th/. Then have him/her complete the word.

Letter cards:
w, t, h, m, a, i

Say the word *with* and ask the child how many sounds he/she hears in the word (3). Explain that he/she will need four letters to spell the three sounds. Have the child find the first two letters of the word and push them into the boxes. Ask the child what two letters he/she needs to make the /th/ sound at the end of the word and have him/her complete the word. Repeat with the word *math*.

Game cards;
Game board;
Markers

Place the cards face down in a stack. Have the child draw a card and read the word. If the word is read correctly, the child can move the number of spaces along the game board indicated on the card. Have the child place the card at the bottom of the stack. It is now your turn to draw a card.

Teach High-Frequency and Story Words



5–8 minutes

Flash cards:
away, both,
know, under

Read each new high-frequency word to the child as you hold up the flash card. Have the child look at the card and repeat the word. Then have the child look at the card and spell it out loud, saying the letter names while writing it in the air with his/her finger. Point out the /th/ at the end of the word *both*.

Flash cards:
across, hippo,
Thelma

Read each story word to the child while you hold up the card. Have the child repeat each word several times while looking at the card. Point out the /th/ at the beginning of the name *Thelma*.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets.

Tutor Teaching Tips

Lesson 39: Digraph th • Part 2

MATERIALS

Letter page

Letter cards:
l, n, g, t, h, t,
m, e, a

Flash cards

Practice sheet

Decodable book:
Thad and Thelma

Decodable book;
Take-home
practice sheet

Game cards;
Game board;
Markers

Review Part 1



5–10 minutes

Show the child the letter page and review the digraph. Ask the child to say some words that start and end with the digraph.

Say the word *length*. Have the child tell you how many sounds he/she hears in the word (4). Tell the child that this is a tricky word and he/she will need six letters to spell the four sounds. Have the child find the letters that stand for the sounds /l/ and /e/. Then ask the child what two letters stand for the /ng/ sound. Finally, ask the child what two letters stand for the /th/ sound. Have the child push up the letters into the boxes on the workmat as he/she says each sound. Have the child run his/her finger under the word as he/she reads the word. Then have the child spell the words *that* and *them*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point to the word *bathtub* in row 1 and explain that this word is made up of two smaller words. Have the child sound out the two parts. Point out the *-er* ending on the word *rather* and have the child sound out the word. Point out that *slithered* has two endings: *-er* and *-ed*. Help the child sound out the word. Have the child sound out the rest of the words in row 1 as he/she runs his/her finger under the letters.

Have the child sound out the review words in row 2. Point out the two decodable parts in the word *rabbit* (rab/bit).

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child sound out the words in the decodable book. If he/she has difficulty, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you how the problem of noisy Thad and Thelma was solved.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

Digraph th



bath

thick ma**th** with**in**

that **th**en **th**is



thank

theme

thick

thin

thing

think

bath

math



than

this

that

those

them

thus

then

these



t	t	h	m	p
w	m	l	n	g
u	e	i	a	

thump

4

thank

4

length

5

this

2

than

3

them

3

thick

3

that

2

thus

5

with

4

math

4

then

1

thin

1

those

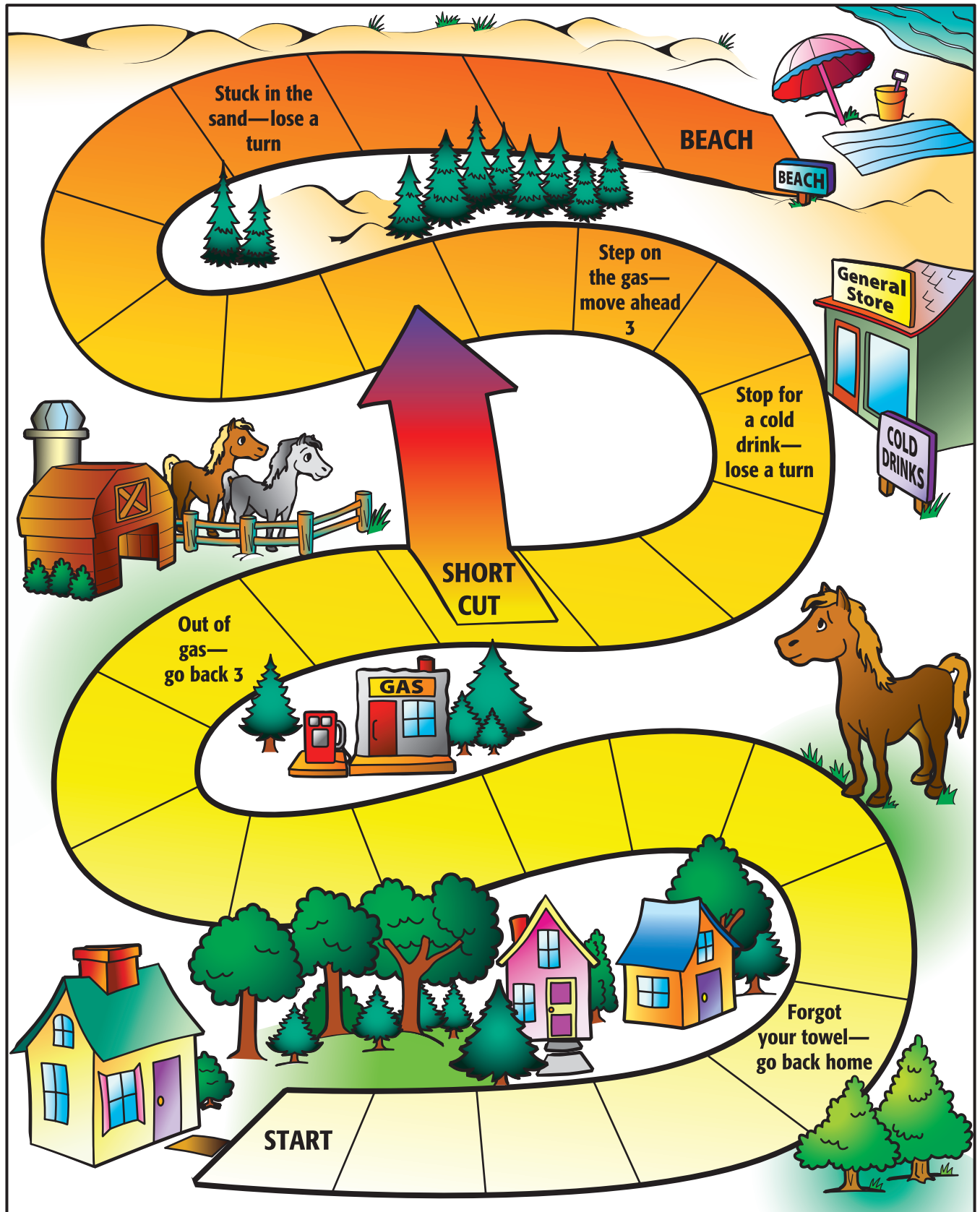
3

thing

2

these

3



under

know

away

both

hippo

across

Thelma

one

day

would

over

lived

what

now

have

every

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	Thad • thin • thick • bathtub rather • bath • thump • slithered
2 Reviewed words	rabbit • racket • long • splash much • Rick • such • Ling • shock
3 New h-f words	very • some • were • along each • have • could • would both • away • know • under
4 Reviewed h-f words	over • lived • have • every • now day • would • one • what
5 Phrases	thick and thin such a thin line splash in that bath
6 Sentences	Thad is thinner than Thelma. Thanks for this thick shake.

INSTRUCTIONS: Have the child cut out the words at the bottom of the page and paste them on the lines to complete the sentences. Have the child read each sentence he/she makes.

1. I will _____ him for the gift.
2. Thad gave Nick help with his _____.
3. Tell me the _____ of this line.
4. Put _____ cups on the shelf.
5. You can see _____ next time they come.
6. What will you do _____ the dog?
7. _____ is a long bit of string.



math	length	this	with
thank	them	those	